Lesson 1

Write: Prepare to Write

1. Read the culminating task prompt on the **Culminating Task Tool** in your student materials.
2. Complete the preview the culminating task prompt section of the **Culminating Task Tool** in your student materials.

Read: Establish Understanding

Read "Introduction to Hamlet" in your **Hamlet Unit Reader.**

1. What are three details you learn about the play *Hamlet* in this article?

_____

_____

_____

_____

_____

_____

2. What are two details you learn about the character, Hamlet, in this article?

_____

_____

_____

_____

3. What is a problem play? Why could *Hamlet* fit into this category?

_____

_____

_____

_____

_____

_____

4. What topics or themes appear to be present in *Hamlet?*

5. What is a revenge play? Why could *Hamlet* fit into this category?

Read: Deepen Understanding

1. According to the author of "Introduction to *Hamlet*," what does Hamlet have in common with most people? How does this make this text relevant to modern audiences?

Lesson 2

Read: Prepare to Read

Prior to reading Act I, scene 1 of *Hamlet*, answer the following question:

1. What is one thing you know about William Shakespeare?

_____

_____

_____

_____

2. Prior to reading Act I, scene 1 of *Hamlet*, review the list of characters.

Read: Establish Understanding

Read Act I, scene 1 of *Hamlet*.

- As you read, note the strange occurrence that the sentinels have noticed.
  - Start at line 1: "Who's there?"
  - Stop at line 40: "Peace, break thee off!"

1. What strange occurrence have the sentinels, or guards, noticed on their watch?

_____

_____

2. Why have the sentinels asked Horatio to come tonight?

_____

_____

Read: Establish Understanding

Read Act I, scene 1 of *Hamlet*.

- As you read, note the troublesome events that have occurred in Denmark, the setting of the play.
  - Start at line 40: "Peace, break thee off!"
  - Stop at line 111: "A mote it is to trouble the mind's eye."

1. Who does the ghost resemble?

_____

_____

2. Reread Horatio's lines 80–107. What has recently happened in Denmark?

_____

_____

_____

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_____

Read: Establish Understanding

Read Act I, scene 1 of *Hamlet*.

- Start at line 111: "A mote it is to trouble the mind's eye."
- Stop at line 175: The end of the scene

1. Who is "young Hamlet"? What are Horatio and Marcellus planning to tell him?

_____

_____

_____

_____

Read: Deepen Understanding

1. How does Shakespeare create mood in the beginning of the play? Include details and lines from Act I, scene 1 that reflect this mood.

_____

_____

_____

_____

2. Read the following excerpt from Act I, scene 1.

> "This **bodes** some strange eruption to our **state**" (Act I, scene1, line 69).

Who speaks this line?

_____

_____

What does "this" refer to in this line?

_____

_____

Define the word "**bodes**."

_____

_____

What does the word "**state**" refer to in this line?

_____

_____

How is this line used as foreshadowing?

_____

_____

Lesson 3

Read: Establish Understanding

Read Act I, scene 2 of *Hamlet*.

- As you read, note the relationship between the elder Hamlet and Claudius.
    - Start at line 1: "Though yet of Hamlet our dear brother's death."
    - Stop at line 41: "And now, Laertes, what's the news with you?"

1. How was Claudius related to the elder Hamlet?

_____

_____

2. What position does Claudius hold in Denmark now?

_____

_____

Read: Establish Understanding

Read Act I, scene 2 of *Hamlet*.

- As you read, note what Hamlet says and what is said about Hamlet.
    - Start at line 41: "And now, Laertes, what's the news with you?"
    - Stop at line 128: "O that this too solid flesh would melt."

1. How are Polonius and Laertes related? What does Laertes ask permission to do?

_____

_____

2. What do Claudius and Gertrude notice about Hamlet? Why is Hamlet acting this way?

_____

_____

_____

_____

Read: Deepen Understanding

1. What words are used to describe Hamlet in this section of scene 2? What do those words reveal about Claudius' and Gertrude's perceptions of Hamlet?

_____

_____

_____

_____

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_____

2. Read the following excerpt from Act I, scene 2.

> "Good Hamlet, cast thy **nighted color** off,
> And let thine eye **look like a friend on Denmark**" (Act I, scene 2, lines 68–69).

Who speaks these lines?

_____

_____

What is meant by the phrase "**nighted color**"?

_____

_____

What is meant by "**look like a friend on Denmark**"?

_____

_____

What is the advice being given to Hamlet in these lines?

_____

_____

_____

_____

3. Read the following excerpt from Act I, scene 2.

> "We pray you **throw to earth**
> This **unprevailing woe**, and think of us
> As of a father" (Act I, scene 2, lines 105–108).

Who speaks these lines?

_____

_____

What is meant by the phrase "**throw to earth**"?

_____

_____

What is meant by the phrase "**unprevailing woe**"?

_____

_____

What is the advice being given to Hamlet in these lines?

_____

_____

4. List details about Hamlet, Laertes, Polonius, and Claudius on your **Characterization Understanding Tool** in your **student materials.**

Lesson 4

Read: Prepare to Read

Before reading lines 128–158 in *Hamlet*, Act I, scene 2, read the following definition:

Soliloquy: A speech that a character gives on stage that reflects his or her internal feelings and thoughts. Characters are generally alone on stage when they perform a **soliloquy**.

Read: Establish Understanding

Read Act I, scene 2 of *Hamlet*.

- As you read, note the details Hamlet provides about himself, his family, and his mental state.
    - Start at line 128: "O that this too solid flesh would melt."
    - Stop at the end of the scene.

1. What is the subject of Hamlet's **soliloquy**?

_____

_____

2. Paraphrase lines 135–165. Start at "How weary, stale, flat, and unprofitable" and stop at "Hail to your lordship."

_____

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_____

3. What does Horatio tell Hamlet? How does Hamlet react?

_____

_____

_____

_____

Read: Deepen Understanding

1. What does Hamlet's soliloquy in lines 135–165 reveal about his current attitudes and beliefs? Use evidence from these lines to support your answer.

_____

_____

_____

_____

_____

_____

2. Read the following excerpt from Act I, scene 2.

> "**Frailty**, thy name is woman" (Act I, scene 2, lines 1146).

What does the word "**frailty**" mean?

_____

_____

Who is Hamlet identifying as "**frail**"? Why?

_____

_____

_____

_____

3. Read the following excerpt from Act I, scene 2.

> "The funeral bak'd-meats
> Did coldly furnish forth the marriage tables" (Act I, scene 2, lines 1180 –1181).

What is the tone created with these lines?

_____

_____

What does this tone communicate about Hamlet's inner thoughts?

_____

_____

_____

4. What is Hamlet's reaction to Horatio's news about the ghost? What does this reaction reveal about Hamlet's belief in the story Horatio is telling him?

_____

_____

_____

_____

5. How are lines 254–257 used to develop the mood of this chapter? How are they also used to develop Hamlet's character?

_____

_____

_____

_____

_____

_____

6. List details about Hamlet on your **Characterization Understanding Tool** in your **student materials.**

Lesson 5

Read: Deepen Understanding

Reread the following lines from Act I, scene 2 of *Hamlet*.

- As you read, note the details Hamlet provides about himself, his family, and his mental state.
    - Start at line 135: "How weary, stale, flat, and unprofitable."
    - Stop at line 165: "Hail to your lordship."

1. What is Hamlet's attitude in these lines? What lines reveal this attitude?

_____

_____

_____

2. What does this passage reveal about Hamlet's internal conflicts? What lines reveal these conflicts?

_____

_____

_____

3. What does this passage reveal about Hamlet's feelings toward his mother? What lines reveal these feelings?

_____

_____

_____

Write: Prepare to Write

1. Form a claim in response to the following question: What does Hamlet's **soliloquy** in Act I, scene 2 reveal about his attitudes and beliefs? Use details from the text to support your answer.

_____

_____

_____

Write: Draft Writing

1. Draft a response to the following question: What does Hamlet's **soliloquy** in Act I, scene 2 reveal about his attitudes and beliefs? Use details from the text to support your answer.

Lesson 1

Read: Establish Understanding

Read Act I, scene 3 of *Hamlet*.

- As you read, note the interactions between the characters.

1. How are Ophelia and Laertes related to one another?

_____

_____

2. How are Ophelia and Polonius related to one another?

_____

_____

3. Based on the conversations in this scene, what is the relationship between Hamlet and Ophelia?

_____

_____

Read: Deepen Understanding

1. Read the following excerpt from Act I, scene 3.

> "Perhaps he loves you now. . . .but you must fear,
> His greatness weigh'd, his will is not his own,
> For he himself is **subject to his birth**:
> He may not, as unvalued persons do,
> **Carve** for himself, for on his choice depends
> The safety and healthy of his whole **state**" (Act I, scene 3, lines 14–21)

What does the phrase "**subject to his birth**" mean in this excerpt?

_____

_____

How is the word "**carve**" used in this excerpt?

_____

_____

What does the word "**state**" mean in this excerpt?

_____

_____

Paraphrase this excerpt.

_____

_____

_____

_____

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_____

How does this excerpt reveal possible internal conflicts for Hamlet?

_____

_____

_____

_____

_____

How does this excerpt reveal possible internal conflicts for Ophelia?

_____

_____

_____

_____

_____

_____

2. What are Laertes's feelings about the relationship between Ophelia and Hamlet? What lines from the text reflect these feelings?

_____

_____

_____

_____

3. What do Laertes's comments about Ophelia's honor in lines 29–44 reveal about the role of women in this time period?

_____

_____

_____

_____

4. What is the purpose of Polonius's lines to Laertes in lines 55–81? What do these lines reveal about the relationship between Polonius and Laertes?

_____

_____

_____

_____

5. Read the following excerpt from Act I, scene 3.

> "**When the blood burns**, how **prodigal** the soul
> Lends the tongue vows. These blazes, daughter,
> Giving more light than heat, extinct in both
> Even in their promise, as it is a-making,
> You must not take for fire" (Act I, scene 3, lines 114–120).

Define the word "**prodigal**."

_____

_____

What does Laertes mean by the phrase "**when the blood burns**"?

_____

_____

Paraphrase the advice that Laertes is giving Ophelia in this excerpt.

_____

_____

_____

_____

_____

What does this advice reveal about Laertes's feelings about Hamlet?

_____

_____

What does this advice reveal about the role of women in this time period?

_____

_____

_____

_____

6. How do the character interactions in Act I, scene 3 advance the plot of the play?

_____

_____

_____

_____

_____

_____

7. List details about Laertes, Polonius, and Ophelia on your **Characterization Understanding Tool** in your **student materials.**

Lesson 2

Read: Establish Understanding

Read Act I, scene 4 of *Hamlet*.

- As you read, note details that characterize Hamlet.

1. What does the ghost want Hamlet to do?

_____

_____

Read: Deepen Understanding

1. Read the following excerpt from Act I, scene 4.

> "I do not set my life **at a pin's fee**,
> And for my soul, what can it do to that,
> Being a thing immortal as itself?" (Act 1, scene 4, lines 64–67).

What does Hamlet mean by the phrase "**at a pin's fee**"?

_____

_____

What does "it" refer to in this excerpt?

_____

_____

Paraphrase this excerpt.

_____

_____

What does this excerpt reveal about Hamlet's character?

_____

_____

2. Read the following excerpt from Act I, scene 4.

> "My fate cries out,
> And makes each petty artery in this body
> As hardy **as the Nemean lion's nerve**.
> Still am I call'd. Unhand me, gentlemen.
> By heaven, I'll make a ghost of him that lets me!" (Act I, scene 4, lines 82–85).

What is meant by the phrase "**as hardy as the Nemean lion's nerve**"?

_____

_____

Paraphrase this excerpt.

_____

_____

_____

_____

_____

What threat does Hamlet give to Horatio and Marcellus in this excerpt?

_____

_____

_____

What does this excerpt reveal about Hamlet's character?

_____

_____

_____

_____

_____

_____

3. What are Marcellus's and Horatio's reactions to the ghost? How do their reactions contrast with Hamlet's?

_____

_____

_____

_____

4. How is the quotation "Something is rotten in the state of Denmark" (line 90) an example of foreshadowing? What is Marcellus referencing in this quotation?

_____

_____

_____

_____

5. List details about Hamlet on your **Characterization Understanding Tool** in your **student materials.**

Lesson 3

Read: Establish Understanding

Read Act I, scene 4 of *Hamlet*.

As you read, note details that characterize Hamlet.

- Start at: "Whither wilt thou lead me?"
- Stop at: "Oh all you hosts of heaven!"

1. What does the ghost tell Hamlet?

_____

_____

2. What does the ghost ask Hamlet to do?

_____

_____

Read: Deepen Understanding

1. Read the following excerpt from Act I, scene 5.

> "The serpent that did sting thy father's life
> **Now wears his crown**" (Act I, scene 5, lines 38–39).

Why does the ghost use the metaphor of a serpent to describe his murderer?

_____

_____

How does this metaphor reflect the public story of the king's death?

_____

_____

How does the phrase "**wears the crown**" identify the ghost's killer?

_____

_____

2. Reread lines 42–90. What language does the ghost use to describe the murderer? What language does the ghost use to describe the queen? How does that language develop the characters of Claudius and Gertrude?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Read: Establish Understanding

Read Act I, scene 4 of *Hamlet*.

As you read, note details that characterize Hamlet.

- Start at: "Oh all you hosts of heaven!"
- Stop at: The end of the scene

Read: Deepen Understanding

1. How does Hamlet describe his mother and his uncle? How do the descriptions used reflect his feelings towards these two characters?

_____
_____
_____
_____
_____
_____
_____
_____

2. Read the following excerpt from Act I, scene 5.

> "That one may smile, and smile, and be a villain" (Act 1, scene 2, line 108).

Paraphrase this line.

_____

_____

What does this line reveal about appearances and inner thoughts?

_____

_____

_____

_____

3. Reread Hamlet's lines to Horatio. Start at "Here, as ever before" (line 169) and stop at "Swear" (line 181).

What is meant by "**antic disposition**"?

_____

_____

What does Hamlet tell Horatio about his future behavior? What is Horatio to do when he sees this behavior?

_____

_____

_____

_____

What do these lines reveal about Hamlet's plan for revenge?

_____

_____

_____

_____

4. List details about Hamlet on your **Characterization Understanding Tool** in your **student materials.**
5. How has Hamlet lost control over parts of his life? What has been Hamlet's reaction to this loss of control?

_____

_____

_____

_____

_____

_____

Write: Prepare to Write

1. On the **Forming Claims Tool** in your **student materials**, form a claim in response to the following question: How might Hamlet's inability to control situations contribute to his current mental state? As needed, use the following guiding questions to help you form your claim:
    - Where in the play can readers see Hamlet losing control of a situation?
    - How does Hamlet react when he is unable to control his situations?
    - How does Hamlet react when he is unable to control other characters' actions?

Lesson 4

Write: Prepare to Write

1. On the **Forming Claims Tool** in your **student materials,** gather evidence to support your claim.

Write: Draft Writing

1. Draft a response to the following question: How might Hamlet's inability to control situations contribute to his current mental state?

Lesson 5

Write: Develop Work

1. Review the section diagnostic checklist below. Then read your draft response from lesson four and evaluate your response using the performance descriptors.

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student describe Hamlet's mental state in Act I?				
How well does the student describe Hamlet's conflicts—internal and external—in Act I?				
Reading Score: _____ /6 Comments:				

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Form claims: Interpretive/ analytical	How well does the student develop and clearly communicate a meaningful and defensible claim that represents a valid, evidence-based analysis?				
Develop ideas: Cite evidence	How well does the student accurately cite evidence to develop and support ideas in the analysis?				
Develop ideas: Integrate quotations	How well does the student integrate quotations while maintaining the flow of ideas to develop and support an analysis?				
Writing Score: _____ /9					

Write: Publish Work

1. Create a final draft of your response on the lines below.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Lesson 1

Read: Prepare to Read

Prepare to read Act II of *Hamlet* by answering the following questions about the word "madness."

1. What are the dictionary definitions for the word "madness"?

_____

_____

2. What connotations, or ideas and feelings in addition to its literal meaning, are associated with the word "madness"?

_____

_____

3. What is the difference between these definitions and connotations?

_____

_____

Read: Establish Understanding

Read Act II, scene one of *Hamlet*.

- As you read, note the details of Ophelia's story about her interaction with Hamlet.

1. What does Polonius ask Reynaldo to do in regards to Laertes?

_____

_____

2. Summarize Ophelia's story of her interaction with Hamlet that she tells to Polonius. Additional lines are provided on the next page.

_____

_____

_____

_____

_____

_____

_____

_____

Read: Deepen Understanding

1. How does Hamlet's behavior with Ophelia reflect his plan to "put an antic disposition on"?

_____

_____

_____

_____

2. Reread an excerpt from the scene. Start at "My lord, as I was sewing in my closet" and stop at "Come go with me." Use the chart below to list lines that indicate that Hamlet's madness is real and lines that indicate that his madness may be fake. Explain how these lines show real or fake madness. Additional space is available on the next page.

Lines that indicate that Hamlet's madness is real	Lines that indicate that Hamlet's madness is fake
Include an explanation of how each of these lines indicates that Hamlet's madness is real.	Include an explanation of how each of these lines indicates that Hamlet's madness is fake.

Lines that indicate that Hamlet's madness is real	Lines that indicate that Hamlet's madness is fake
Include an explanation of how each of these lines indicates that Hamlet's madness is real.	Include an explanation of how each of these lines indicates that Hamlet's madness is fake.

3. What conclusion does Polonius draw from Hamlet's behavior? How does this conclusion move the plot forward?

_____

_____

_____

_____

4. List details about Hamlet on your **Characterization Understanding Tool** in your **student materials.**

Lesson 2

Read: Establish Understanding

Read Act II, scene two of *Hamlet*.

- As you read, note the internal and external conflicts that are revealed in this scene.
- As you read, note the purpose of the characters Rosencrantz and Guildenstern.
    - Start at: "Welcome dear Rosencrantz and Guildenstern"
    - Stop at: "How does my good Lord Hamlet?"

1. What is the relationship between Hamlet and Rosencrantz and Guildenstern?

_____

_____

_____

2. What does Polonius claim is the cause of Hamlet's odd behavior?

_____

_____

Read: Deepen Understanding

1. Read the following excerpt from Act II, scene two.

> "Something have you heard
> Of Hamlet's transformation; so call it,
> Sith[1] nor th' exterior nor the inward man
> Resembles that it was" (Act II, scene two, lines 4–7).

What is meant by "Hamlet's transformation"?

_____

_____

What is meant by "exterior"? What is meant by "the inward man"?

_____

_____

[1] Sith means "since" in this context.

How does this excerpt reflect a conflict in the play?

_____

_____

_____

_____

2. What is the purpose of including the characters of Rosencrantz and Guildenstern in this scene?

_____

_____

_____

_____

3. Read the following excerpt from Act II, scene two.

> "Mad call I it, for to define true madness,
> What is't but to be nothing else but mad?"(Act II, scene two, lines 93–94).

Who delivers this line?

_____

_____

What is the speaker's opinion about madness as reflected in this excerpt?

_____

_____

_____

_____

4. What details does Polonius provide about Hamlet's behavior? Explain how these behaviors indicate real or fake madness. Additional lines are provided on the next page.

_____

_____

5. How will the character of Ophelia be used by Claudius and Gertrude? How is her role similar to that of Rosencrantz and Guildenstern?

Read: Prepare to Read

Before continuing to read Act II, scene two, read the following definition of the dramatic term "**aside**."

Aside: An aside occurs when a character makes a comment to the audience. It is understood that the words spoken are meant to be the character's inner thoughts and that the other characters do not hear what the character is saying.

Read: Establish Understanding

Read Act II, scene two of *Hamlet*.

- As you read, note the internal and external conflicts of Hamlet and the other characters.
- As you read, note the purpose of the characters Rosencrantz and Guildenstern.
    - Start at: "How does my good Lord Hamlet?"
    - Stop at: "You are welcome masters, welcome all."

1. Why does Polonius talk to Hamlet?

2. According to Rosencrantz and Guildenstern, who are on their way to Elsinore?

_____

_____

Read: Deepen Understanding

1. What do Polonius's **asides** reveal about his thoughts about Hamlet?

_____

_____

_____

_____

2. What does the interaction between Polonius and Hamlet reveal about Hamlet's internal conflicts?

_____

_____

_____

_____

3. Contrast Hamlet's conversation with Polonius with Hamlet's conversation with Rosencrantz and Guildenstern. What are the subjects of each conversation? How does Hamlet behave during each conversation?

_____

_____

_____

_____

_____

_____

_____

4. List details about Hamlet, Polonius, and Rosencrantz and Guildenstern on your **Characterization Understanding Tool** in your **student materials.**

Lesson 3

Read: Establish Understanding

Read Act II, scene two of *Hamlet*.

- As you read, note the internal and external conflicts of Hamlet and the other characters.
- As you read, note the purpose of the characters Rosencrantz and Guildenstern.
    - Start at: "You are welcome masters, welcome all."
    - Stop at: The end of the scene.

Read: Deepen Understanding

1. How does the inclusion of the players (actors) relate to Hamlet's current behavior?

_____

_____

_____

2. What does Hamlet ask the players to perform? Why?

_____

_____

_____

3. What internal conflict within Hamlet is revealed in his soliloquy? Support your answer with lines from his soliloquy.

_____

_____

_____

_____

_____

4. List details about Hamlet on your **Characterization Understanding Tool** in your **student materials.**

Write: Prepare to Write

1. On your **Forming Claims Tool** in your **student materials**, form a claim in response to the following question: How does the conflict between Hamlet's outward actions and behaviors and his inner thoughts contribute to his mental state in the play?

Lesson 4

Write: Prepare to Write

1. On the **Forming Claims Tool** in your **student materials,** gather evidence to support your claim.

Write: Draft Writing

1. Draft a response to the following question: How does the conflict between Hamlet's outward actions and behaviors and his inner thoughts contribute to his mental state in the play?

Lesson 5-Section Diagnostic

Write: Develop Work

1. Review the section diagnostic checklist below. Then read your draft response from lesson four and evaluate your response using the performance descriptors.

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student explain Hamlet's outward actions and behaviors, as well as his inner thoughts?				
How well does the student explain how Hamlet's internal conflicts relate to his mental state and actions?				
Reading Score: _____ /6 Comments:				

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Use Language to Convey Meaning and Purpose: Sentence Fluency;	How well does the student construct a variety of sentences to establish a smooth flow in analyses?				
Develop Ideas: Develop ideas and reasoning;	How well does the student use examples, evidence, and descriptions to develop analyses?				
Form Claims: interpretive/analyti-cal;	How well does the students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analyses?				
Organize ideas: explanatory structure	How well does the student group and sequence sentences and paragraphs to create coherent analyses?				
Writing Score: _____ /12					

Write: Publish Work

1. Create a final draft of your response on the lines below.

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_____

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_____

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_____

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Lesson 1

Read: Prepare to Read

Prepare to read excerpts of *Rosencrantz and Guildenstern are Dead* by reading these definitions of the word "**absurdism**."

Absurdism:

- a philosophy based on the belief that the universe is irrational and meaningless and that the search for order brings the individual into conflict with the universe
- intentionally ridiculous or bizarre behavior or character

1. Paraphrase these two definitions of the word "**absurdism**."

_____

_____

_____

_____

_____

2. List the events in *Hamlet* that have involved Rosencrantz and Guildenstern.

_____

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_____

Read: Establish Understanding

Read the following excerpt from Act I of *Rosencrantz and Guildenstern are Dead*.

- As you read, note the details from *Hamlet* that are included in the play.
- As you read, note the structural choices that the author makes regarding the dialogue.
    - Start at: The beginning of Act I
    - Stop at: "Halt!" (page 17)

1. What details from *Hamlet* are incorporated into this section of *Rosencrantz and Guildenstern are Dead*?

_____

_____

_____

2. Summarize the events in this excerpt of the play.

_____

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Read: Deepen Understanding

1. How does the coin toss between Rosencrantz and Guildenstern at the beginning of this excerpt set a tone for Act I? How does it relate to the definition of **absurdism**?

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_____

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2. Which of the two characters—Rosencrantz or Guildenstern—appears to be more logical? Support your answer with details from the text.

_____

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3. What is unusual about the way the lines are structured? How does this structure affect your understanding of the tone of the play? How does it affect your understanding of the relationship between the characters? Additional lines are provided on the next page.

_____

_____

Read the following excerpt from Act I of *Rosencrantz and Guildenstern are Dead*.

- As you read, note the details from *Hamlet* that are included in the play.
- As you read, note the structural choices that the author makes regarding the dialogue.
    - Start at: "Halt!" (page 17)
    - Stop at: *He tosses the coin to Guil who catches it.* (page 30)

1. What details from *Hamlet* are incorporated into this section of *Rosencrantz and Guildenstern are Dead*?

2. Summarize the events in this excerpt of the play.

Read: Deepen Understanding

1. Describe the interaction between the Players and Rosencrantz and Guildenstern. How does this interaction reflect the characteristics of absurdism? Support your answer with details from the text.

_____

_____

_____

_____

2. Read the following excerpt from Act I.

> "We do on stage the things that are supposed to happen off" (23).

Who speaks these lines?

_____

_____

_____

_____

How do these lines relate to Hamlet's plan for the players outlined in his soliloquy at the end of Act II?

_____

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3. What is unusual about the way the lines are structured? How does this structure affect your understanding of the tone of the play? How does it affect your understanding of the relationship between the characters?

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Lesson 2

Read: Establish Understanding

Read the following excerpt from Act I of *Rosencrantz and Guildenstern are Dead*.

- As you read, note the details from *Hamlet* that are included in the play.
- As you read, note the structural choices that the author makes regarding the dialogue.
    - Start at: *He tosses the coin to Guil who catches it.* (page 30)
    - Stop at: *Enter Hamlet behind, crossing the stage, reading a book—as he is about to disappear Guil notices him.* (page 39)

1. What details from *Hamlet* are incorporated into this section of *Rosencrantz and Guildenstern are Dead*?

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2. Summarize the events in this excerpt of the play.

_____

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Read: Deepen Understanding

1. Contrast the structure of the lines of Claudius, Gertrude, and Polonius with the structure of the lines of Rosencrantz and Guildenstern. Why does the author structure these lines in this way?

_____

_____

_____

_____

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_____

2. How is the structure of Rosencrantz's and Guidenstern's lines different when they are speaking alone than when they are speaking with other characters from *Hamlet*? Why does the author structure these lines in this way?

_____

_____

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_____

3. Read the following excerpt from Act II, scene two.

> "We've been **caught up**. Your smallest action sets off another somewhere else, and is set off by it" (Stoppard 34).

Who speaks this line?

_____

_____

What is meant by "**caught up**"?

_____

_____

How does this line refute or support the characteristics of **absurdism**?

_____

_____

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Read: Establish Understanding

Read the following excerpt from Act I of *Rosencrantz and Guildenstern are Dead*.

- As you read, note the details from *Hamlet* that are included in the play.
- As you read, note the structural choices that the author makes regarding the dialogue.
    - Start at: *Enter Hamlet behind, crossing the stage, reading a book—as he is about to disappear Guil notices him.* (page 39)
    - Stop at: The end of the Act.

1. What details from *Hamlet* are incorporated into this section of *Rosencrantz and Guildenstern are Dead*?

_____

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2. Summarize the events in this excerpt of the play.

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Read: Deepen Understanding

1. How do Rosencrantz and Guildenstern "practice" for their conversation with Hamlet? How does this practice reflect the chaotic nature of **absurdism**?

_____

_____

_____

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_____

2. Read the following excerpt from Act I.

> "To sum up: your father, whom you love, dies, you are his heir, you come back to find that hardly was the corpse cold before his young brother popped onto his throne and into his sheets, thereby offending both legal and natural practice. Now why exactly are you behaving in this extraordinary manner?" (Stoppard 46).

What is the tone of these lines, specifically the last sentence?

_____

_____

How is the tone created?

_____

_____

_____

_____

What is being inferred about Hamlet, as well as Claudius' and Gertrude's request, through the tone of these lines?

_____

_____

_____

_____

Lesson 3

Read: Establish Understanding

Read Act II of *Rosencrantz and Guildenstern are Dead*.

- As you read, note the details from *Hamlet* that are included in the play.
- As you read, note the message that the author is communicating about human behavior.
    - Start at: The beginning of the Act.
    - Stop at: "What did you expect?" (page 63)

1. What details from *Hamlet* are incorporated into this section of *Rosencrantz and Guildenstern are Dead*?

_____

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_____

2. Summarize the events in this excerpt of the play.

_____

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Read: Deepen Understanding

1. Review the conversation between Rosencrantz and Guildenstern and the Players on pages 60–61. Start at "Relax. Respond. That's what people do" and stop at "Stark raving sane."

What advice does the player give Rosencrantz and Guildenstern about how they should behave?

_____

_____

_____

What are some of the ways that Rosencrantz and Guildenstern describe Hamlet's mental state? What are the causes they attribute to each of these mental states?

_____

_____

_____

What message is the author communicating about the behavior of people and the causes of that behavior?

_____

_____

_____

Read: Establish Understanding

Read Act II of *Rosencrantz and Guildenstern are Dead*.

- As you read, note the details from *Hamlet* that are included in the play.
- As you read, note the message that the author is communicating about human behavior.
    - Start at: "What did you expect?" (page 63)
    - Stop at: "Act One--moves now." (page 70)

1. What details from *Hamlet* are incorporated into this section of *Rosencrantz and Guildenstern are Dead*?

_____

_____

_____

2. Summarize the events in this excerpt of the play.

_____

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Read: Deepen Understanding

1. Rosencrantz mistakes the player, Alfred, for Queen Gertrude. What is the significance of this mistake? How does it relate to the message that the author is communicating?

_____

_____

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_____

Lesson 4

Read: Establish Understanding

Read Act II of *Rosencrantz and Guildenstern are Dead*.

- As you read, note the details from *Hamlet* that are included in the play.
- As you read, note the message that the author is communicating about human behavior.
- Start at: "Act One--moves now." (page 70)
- Stop at: "You're wanted. . . " (page 78)

1. Summarize the play that the Players put on for the characters.

_____

_____

_____

_____

_____

_____

Read: Deepen Understanding

1. What are the similarities between the play put on by the Players in *Rosencrantz and Guildenstern are Dead* and the events of the play, *Hamlet*? How do Rosencrantz and Guildenstern react to the events in the play? Additional lines are provided on the next page.

_____

_____

2. Reread the stage directions on page 77. Start at "The state is empty save for two cloaked figures sprawled on the ground" and stop at Rosencrantz's next lines. What is being foreshadowed in these stage directions?

3. What characteristics of **absurdism** exist in *Rosencrantz and Guildenstern are Dead*? How are these characteristics used to create a tone within the play?

Lesson 5

Write: Prepare to Write

1. Form a claim in response to the following question: What theme is developed in *Rosencrantz and Guildenstern are Dead* and how does Stoppard develop this theme?

Write: Prepare to Write

1. Gather evidence to support your claim. Record your evidence in the space below.

Write: Develop Work

1. Draft a response to the following question: What theme is developed in *Rosencrantz and Guildenstern are Dead* and how does Stoppard develop this theme?

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Lesson 1

Read: Prepare to Read

Prior to reading Act III, scene 1 of *Hamlet*, review the following definition of **dramatic irony** and answer the question that follows.

dramatic irony: When the audience or other characters are aware of something that a character is not; the effect is typically suspense or humor

1. Why would an author use **dramatic irony** in a play?

_____

_____

_____

_____

Read: Establish Understanding

Read Act III, scene 1 of *Hamlet*.

- As you read, note the way dramatic irony is created in the scene.

1. What are Claudius and Rosencrantz and Guildenstern discussing at the beginning of the scene? What do they report to Claudius?

_____

_____

_____

_____

2. How do Claudius and Polonius plan to use Ophelia?

_____

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Read: Deepen Understanding

1. Read the following excerpt from Act III, scene 1

> "**To be, or not to be**, that is the question:
> Whether 'tis nobler in the mind to **suffer**
> **The slings and arrows of outrageous fortune**,
> Or to **take arms against a sea of troubles**,
> And by opposing, end them" (lines 55-59).

What is meant by "**to be, or not to be**"?

_____

_____

What is meant by "**suffer the slings and arrows of outrageous fortune**"?

_____

_____

What is meant by "**take arms against a sea of troubles**"?

_____

_____

What is the internal conflict Hamlet is identifying?

_____

_____

If Hamlet knows the other characters can hear him speak these lines, what could be the purpose of saying them?

_____

_____

_____

_____

If Hamlet does not know that the other characters can hear him speak these lines, what do they reveal about his mental state?

_____

_____

_____

_____

2. Summarize the conversation between Hamlet and Ophelia. How does this conversation affect Ophelia? Support your answer with lines from the text.

_____

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3. What does Hamlet tell Ophelia to do? What reason does he give for telling her to do this?

_____

_____

_____

_____

4. After hearing Hamlet's conversation with Ophelia, what do Claudius and Polonius each plan to do? What do their plans reveal about their belief in Hamlet's madness?

_____

_____

_____

_____

5. Provide an example of **dramatic irony** in this scene. How is **dramatic irony** used to move the plot forward?

_____

_____

_____

_____

6. List details about Hamlet on your **Madness Understanding Tool** in your **student materials.** As needed, use the following guiding questions:
    - What lines reflect madness in Hamlet?
    - How do these lines reflect madness?

Lesson 2

Read: Establish Understanding

Read Act III, scene 2 of *Hamlet*.

- As you read, note the internal and external conflicts represented in this scene.

1. What new character is introduced in this scene? Based on their dialogue, what is his relationship with Hamlet?

_____

_____

2. Reread the stage directions that describe the action of the play. Start at "The trumpets sound" and stop at "What means this, my lord?" Summarize the play.

_____

_____

_____

_____

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_____

3. What message do Rosencrantz and Guildenstern bring Hamlet from Gertrude?

_____

_____

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Read: Deepen Understanding

1. Read the following excerpt from Act III, scene 2.

> HAMLET: Is this a prologue, or the posy of a ring[1]?
> OPHELIA: 'Tis brief, my lord.
> HAMLET: **As woman's love**.
> (lines 140-144)

[1] posy of a ring means "necessarily short" in this line

What motivates Hamlet to say "**as woman's love**"?

_____

_____

_____

How could Ophelia interpret Hamlet's lines? How could Hamlet's recent behavior contribute to her interpretation?

_____

_____

_____

How does this interaction reveal internal and external conflicts within Hamlet and Ophelia?

_____

_____

_____

2. How do Claudius and Gertrude react to the play? How does Hamlet interpret their reaction?

_____

_____

_____

3. What external conflict occurs between Hamlet and Rosencrantz and Guildenstern? What is the cause of this conflict?

_____

_____

_____

4. How does Hamlet behave toward Polonius? What is his purpose for behaving in this manner?

_____

_____

_____

5. Read the following excerpt from Act III, scene two.

> "Let me be cruel, not unnatural;
> **I will speak [daggers]** to her, but use none" (lines 374-375).

What is meant by "**I will speak daggers**"?

_____

_____

How does Hamlet intend to behave during his conversation with Gertrude? What is the purpose of this behavior?

_____

_____

7. List details about Hamlet on your **Madness Understanding Tool** in your **student materials.** As needed, use the following guiding questions:
   - What lines reflect madness in Hamlet?
   - How do these lines reflect madness?

Lesson 3

Read: Establish Understanding

Read Act IIII, scene 3 of *Hamlet*.

- As you read, note how soliloquies are used to move the plot forward.

1. What does the King ask Rosencrantz and Guildenstern to do? Why?

_____

_____

2. Where will Polonius be during the conversation between Gertrude and Hamlet?

_____

_____

Read: Deepen Understanding

1. Read the following excerpt from Act III, scene 3.

> "I like him not, nor **stands it safe with us**
> To **let his madness range**" (lines 1-2).

What is meant by "**stands it safe with us**"?

_____

_____

What is meant by "**let his madness range**"?

_____

_____

What do these lines reveal about Claudius's mental state? What do these lines reveal about Claudius's perception of Hamlet's mental state?

_____

_____

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2. What internal conflict does Claudius's soliloquy reveal? Support your answer with lines from the text.

3. What internal conflict does Hamlet's soliloquy reveal? What decision does he make? Support your answer with lines from the text.

4. What does Hamlet's decision reveal about revenge? How does this decision move the plot forward?

Lesson 4

Read: Establish Understanding

Read Act IIII, scene 4 of *Hamlet*.

- As you read, note details that reveal information about the relationship between Gertrude and Hamlet.

1. What happens to Polonius in this scene?

_____

_____

Read: Deepen Understanding

1. Why does Hamlet stab the curtain and what does this reveal about his current state of mind?

_____

_____

_____

_____

_____

2. How does Shakespeare use Gertrude's repetition of lines to reveal information about her character? How does Shakespeare's use of Hamlet's repetition of lines reveal Hamlet's tone toward his mother?

_____

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3. What is the impact of Hamlet's use of allusion and imagery to describe his father in lines 53–71?

_____

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4. What is the significance of the reappearance of the ghost? How does Hamlet's interaction with the ghost influence Gertrude's perception of Hamlet's mental state?

_____

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_____

5. At the end of Act III, scene 4, Hamlet asks his mother not "to ravel all this matter out,/That I essentially am not in madness,/But mad in craft." Answer the following questions about these lines.

What is meant by "ravel all this matter out"?

_____

_____

_____

Paraphrase these lines.

_____

_____

_____

Based on Shakespeare's development of Gertrude, does she believe her son? Cite evidence to support your claim.

_____

_____

_____

_____

6. List details about Hamlet on your **Madness Understanding Tool** in your **student materials.** As needed, use the following guiding questions:
   - What lines reflect madness in Hamlet?
   - How do these lines reflect madness?

Lesson 5

Write: Prepare to Write

1. Form a claim in response to the following question: How do Act III, scenes 3 and 4 develop a theme about madness and revenge? Support your answer with evidence from the text.

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_____

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_____

Write: Prepare to Write

1. In the space below, gather evidence to support your claim.

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Write: Develop Work

1. Draft a response to the following question: How do Act III, scenes 3 and 4 develop a theme about madness and revenge? Support your answer with evidence from the text.

This page was intentionally left blank.

Lesson 1

Read: Prepare to Read

Prior to reading "Hamlet and His Problems," answer the following questions.

1. Read the title of the text. What do you think the text will be about?

_____

_____

_____

Read: Establish Understanding

Read the following excerpt of "Hamlet and His Problems" in your **Hamlet Unit Reader**.

- As you read, note what the author says about the play and the character of Hamlet.
  - Start: At the beginning of the text.
  - Stop: "We know that there was an older play by Thomas Kyd" (Eliot)

1. What is the topic of this section of text?

_____

_____

_____

Read: Deepen Understanding

1. Is the author's point of view about the play, *Hamlet*, positive or negative? What lines from the first three paragraphs support this answer?

_____

_____

_____

_____

_____

_____

_____

2. Read the following excerpt from "Hamlet and His Problems."

"These minds often find in Hamlet a **vicarious** existence for their own artistic realization" (Eliot).

Define **vicarious**.

_____

_____

Whose minds is Eliot referencing in this quotation?

_____

_____

What does Eliot mean when he states that these minds find a "vicarious existence" in the character of Hamlet? Read the sentence that follows. How does Eliot claim this influence affects the interpretation of Hamlet's character?

_____

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_____

3. What does Eliot mean by the term "stratification"? How does this stratification complicate the meaning of Hamlet?

_____

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_____

Read: Establish Understanding

Read the following excerpt of "Hamlet and His Problems" in your **Hamlet Unit Reader**.

- As you read, note what the author says about the play and the character of Hamlet.
  - Start: "We know that there was an older play by Thomas Kyd" (Eliot)
  - Stop: "The only way of expressing emotion in the form of art is by finding an 'objective correlative'" (Eliot).

1. What is the topic of this section of text?

_____

_____

Read: Deepen Understanding

1. What is different about Hamlet's madness in Shakespeare's version of the play and his madness in earlier versions of the play? Support your answer with evidence from the text.

_____

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2. Read the following excerpt from "Hamlet and His Problems."

> "Shakespeare's *Hamlet*. . . is a play dealing with the effect of a mother's guilt upon her son" (Eliot).

According to this quotation, what causes Hamlet's madness?

_____

_____

_____

_____

_____

_____

Read: Establish Understanding

Read the following excerpt of "Hamlet and His Problems" in your **Hamlet Unit Reader**.

- As you read, note what the author says about the play and the character of Hamlet.
  - Start: "The only way of expressing emotion in the form of art is by finding an 'objective correlative'" (Eliot).
  - Stop: The end of the text

1. What is the topic of this section of text?

_____

_____

Read: Deepen Understanding

1. Read the following excerpt from "Hamlet and His Problems."

> "Hamlet is up against the difficulty that his disgust is occasioned by his mother, but that his mother is not an adequate equivalent for it; his disgust **envelops and exceeds her**. It is thus a feeling which he cannot understand; **he cannot objectify it**, and it therefore remains to poison life and obstruct action" (Eliot).

What is meant by "**envelops and exceeds her**"?

_____

_____

What is meant by "**he cannot objectify it**"?

_____

_____

According to this quotation, what is the cause of Hamlet's mad behavior in the play?

_____

_____

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_____

What evidence does the author provide later in the text to support this claim? Additional lines are provided on the next page.

_____

_____

Lesson 2

Read: Prepare to Read

Prior to reading "The Real or Assumed Madness of Hamlet," answer the following question.

1. Read the title of the text. What does this title reveal about the subject of the text?

_____

_____

Read: Establish Understanding

Read "The Real or Assumed Madness of Hamlet" in your **Hamlet Unit Reader.**

- As you read, note the claims that Blackmore makes about the interpretation of Hamlet's "madness."

1. What two schools of thought about Hamlet does Blackmore acknowledge?

_____

_____

Read: Deepen Understanding

1. What is Blackmore's claim about Hamlet's madness?

_____

_____

_____

_____

2. What evidence does Blackmore present that supports the idea that Hamlet's madness is feigned? How does this evidence support this claim? Additional lines are provided on the next page.

_____

_____

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3. How does Blackmore use the character of Ophelia to support his claim that Hamlet's madness is feigned?

4. Reread the last three paragraphs of the text, beginning with "An objection to Hamlet's sanity." What counterclaims does Blackmore present? Explain how these counterclaims strengthen or weaken his argument.

Read: Extend Understanding

1. What tone does Eliot take toward *Hamlet*? What words or phrases are used to develop this tone?

2. What tone does Blackmore take toward *Hamlet*? What words or phrases are used to develop this tone?

3. Compare and contrast the tones that Eliot and Blackmore take toward *Hamlet.* How do these tones relate to the claims they make about the main character, Hamlet?

Lesson 3

Read: Extend Understanding

1. Use the table below to compare and contrast the claims in "Hamlet and His Problems" and "The Real or Assumed Madness of Hamlet" and how each author develops those claims.

	"Hamlet and His Problems"	"The Real or Assumed Madness of Hamlet"
What is the claim made in the text?		
How is the claim developed?		
What counterclaim is provided?		

Write: Prepare to Write

1. Form a claim in response to the following question: How do Elliot and Blackmore's arguments about the source of Hamlet's problems affect your understanding of the main character? Support your answer with evidence from both texts.

_____

_____

_____

_____

_____

_____

Lesson 4

Write: Prepare to Write

1. In the space below, gather evidence to support your claim.

Write: Develop Work

1. Draft a response to the following question: How do Elliot and Blackmore's arguments about the source of Hamlet's problems affect your understanding of the main character? Support your answer with evidence from both texts.

Lesson 5-Section Diagnostic

Write: Develop Work

1. Review the section diagnostic checklist below. Then read your draft response from lesson four and evaluate your response using the performance descriptors.

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student explain Eliot's and Blackmore's claims and how they develop those claims?				
How well does the student connect Eliot's and Blackmore's claims to their own understanding of Hamlet?				
Reading Score: _____ /6 Comments:				

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Use Language to Convey Meaning and Purpose: Sentence Fluency;	How well does the student construct a variety of sentences to establish a smooth flow in analyses?				
Develop Ideas: Develop ideas and reasoning;	How well does the student use examples, evidence, and descriptions to develop analyses?				
Form Claims: interpretive/ analysis;	How well does the students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analyses?				
Organize ideas: explanatory structure	How well does the student group and sequence sentences and paragraphs to create coherent analyses?				
Writing Score: _____ /12					

Write: Publish Work

1. Create a final draft of your response on the lines below.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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Lesson 1

Read: Prepare to Read

Prior to reading Act IV, scene 1 and 2 of *Hamlet*, answer the following questions.

1. Read the stage directions at the beginning of the scene. List the information that each character currently knows about Hamlet, his state of mind, and the murder of Polonius.

King Claudius

_____

_____

Queen Gertrude

_____

_____

Rosencrantz and Guildenstern

_____

_____

Read: Establish Understanding

Read Act IV, scene 1 and 2 of *Hamlet*.

- As you read, note the way each character reacts to the death of Polonius.

1. What does Claudius plan to do with Hamlet? How are Rosencrantz and Guildenstern involved in this plan?

_____

_____

2. In scene 2, what information do Rosencrantz and Guildenstern try to get from Hamlet?

_____

_____

Read: Deepen Understanding

1. What does Gertrude tell Claudius about Hamlet and the murder of Polonius? What details does she omit? What does this reveal about the relationship between Gertrude and Hamlet?

_____

_____

_____

_____

_____

_____

2. Read the following excerpt from Act IV, scene 1.

> "**His liberty is full of threats** to all, to you yourself, to us, to every one" (lines 14–15).

Who is being referred to in this quotation?

_____

_____

What is meant by "**his liberty is full of threats**"?

_____

_____

_____

What does this quotation reveal about Claudius's perception of Hamlet? What does this quotation reveal about Claudius's own internal conflicts?

_____

_____

_____

_____

_____

_____

3. Hamlet compares Rosencrantz and Guildenstern to a "spunge" (line 12) or a sponge. What does this comparison reveal about Hamlet's opinion of Rosencrantz and Guildenstern? What other details from this scene reveal this opinion? Additional lines are provided on the next page.

_____

_____

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_____

_____

_____

4. What examples of dramatic irony can be found in Act IV, scenes 1 and 2? What is the author's purpose for using dramatic irony?

_____

_____

_____

_____

_____

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Read: Establish Understanding

Read Act IV, scene 3 of *Hamlet*.

- As you read, note the way that Claudius speaks about Hamlet in his absence and in his presence.

1. What reason(s) for sending Hamlet away does Claudius provide in the opening of the scene?

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2. What reason for sending Hamlet away does Claudius provide Hamlet?

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3. When Claudius is alone on stage, what does the audience learn about the reason for Hamlet's trip to England?

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Read: Deepen Understanding

1. What do Hamlet's lines in this scene reveal about his mental state? Support your answer with lines from the text.

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2. Read the following excerpt from Act IV, scene 3.

> "Our sovereign process[1], which imports at full,
> By letters congruing to that effect,
> The present death of Hamlet. Do it, England,
> For like the hectic[2] in my blood he rages,
> And though must cure me" (lines 60-64).

Define the following words: sovereign, congruing.

_____

_____

[1] process means command
[2] hectic means continuous fever

What has Claudius asked the king of England to do?

_____

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_____

Why has Claudius arranged this plan?

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What does this plan reveal about Claudius's perception of Hamlet's mental state?

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What does this plan reveal about Claudius's own mental state?

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3. List details about Hamlet on your **Madness Understanding Tool** in your **student materials.**
4. List details about Claudius on your **Character Understanding Tool** in your **student materials.**

Lesson 2

Read: Establish Understanding

Read Act IV, scene 4 of *Hamlet*.

- As you read, note the way that Hamlet views himself and his decisions thus far.

1. What character arrives in Denmark? What has this character just accomplished?

_____

_____

2. What does Hamlet decide to do at the end of this scene?

_____

_____

Read: Deepen Understanding

1. Read the following excerpt from Act IV, scene 4.

> "I do not know
> Why yet I live to say, 'This thing's to do,'
> Sith I have cause, and will, and strength, and means
> To do't" (lines 44-46).

What is Hamlet referring to when he mentions "this thing's to do"?

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What internal conflict within Hamlet do these lines reflect?

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2. Reread lines 55 to lines 66. Start at: "How stand I then" and stop at the end of the scene. How is Fortinbras used as a contrast to Hamlet? What element of Hamlet's personality is revealed by contrasting him with Fortinbras?

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3. List details about Hamlet on your **Madness Understanding Tool** in your **student materials.**

Read: Establish Understanding

Read Act IV, scene 4 of *Hamlet*.

- As you read, note the way that Ophelia has changed.

1. What character returns to Denmark? Why does he return?

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Read: Deepen Understanding

1. Reread lines 22–103. Start at the entrance of Ophelia and stop at "Where is my Swissers?" Answer the following questions about these lines.

What evidence from these lines support the fact that Ophelia has gone mad? How do these lines support this claim?

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Why would the other characters believe that Ophelia has gone mad?

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How is Ophelia's madness portrayed differently than Hamlet's madness?

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2. List details about Ophelia on your **Madness Understanding Tool** in your **student materials.**
3. What is Laertes initial reaction to Polonius's death? How does Claudius change his point of view? How does Claudius's interaction with Laertes reveal his motivation?

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Lesson 3

Write: Prepare to Write

1. On your **Forming Claims Tool** in your **student materials**, form a claim in response to the following question: How are Hamlet's and Ophelia's madness portrayed differently in the play? Support your answer with evidence from the text.

Write: Prepare

1. On the **Forming Claims Tool** in your **student materials**, gather evidence to support your claim.

Lesson 4

Write: Develop Work

1. Review your claim and support for your claim on your **Forming Claims Tool** in your **student materials**. Then, draft a thesis statement on the lines below.

_____

_____

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Write: Develop Work

1. Draft a response to the following question: How are Hamlet's and Ophelia's madness portrayed differently in the play? Support your answer with evidence from the text. Be sure to include your thesis statement and to use this thesis statement to organize your response.

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Lesson 5-Section Diagnostic

Write: Develop Work

1. Review the section diagnostic checklist below. Then read your draft response from lesson four and evaluate your response using the performance descriptors.

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student contrast how Hamlet's and Ophelia's madness are portrayed in the text?				
How well does the student explain what the different portrayals of madness reveal about the characters?				
Reading Score: _____ /6 Comments:				

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Organize ideas: Thesis statement;	How well does the student present a position, response, or focus to guide arguments, analyses, explanations, and presentations?				
Organize ideas: Explanatory	How well does the student group and sequence sentences and paragraphs to create coherent analyses, explanations,				

structure;	and presentations?				
Develop Ideas: Develop ideas and reasoning;	How well does the student use examples,evidence, and descriptions to develop analyses?				
Develop ideas: cite evidence	How well does the student accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations?				
Writing Score: _____ /12					

Write: Publish Work

1. Create a final draft of your response on the lines below.

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Lesson 1

Read: Establish Understanding

Read Act IV, scenes 6 and 7 of *Hamlet*.

- As you read, note the plan that Claudius makes and his motivation for this plan.

1. What does the letter sent from Hamlet to Horatio say?

_____

_____

2. How does the information in the letter affect Claudius and Laertes' plan?

_____

_____

3. Explain the steps of Claudius and Laertes' plan. Use the line numbers to locate the steps in the plan.

Step one (lines 129–138)

_____

_____

Step two (lines 139–148)

_____

_____

Step three (lines 149–162)

_____

_____

Read: Deepen Understanding

1. What does Claudius say to Laertes to persuade him to join in the plan? Why do these methods motivate Laertes? Support your answer with evidence from the text. Lines are provided on the next page.

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2. What happens to Ophelia? What does this reveal about her madness?

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3. List details about Ophelia on your **Madness Understanding Tool** in your **student materials.**
4. List details about Claudius and Laertes on your **Character Understanding Tool** in your **student materials.**

Lesson 2

Read: Establish Understanding

Read Act V, scene 1 of *Hamlet*.

- As you read, consider the purpose of this scene.

1. What does Hamlet learn in this scene?

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_____

2. Explain the conflict between Hamlet and Laertes. How does Claudius intervene? Why does he do this?

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Read: Deepen Understanding

1. What is the significance of the setting of this scene? How is the setting related to themes that have been developed in the play thus far?

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2. How is this scene used to develop Hamlet's character? In your answer, discuss the ways in which Hamlet behaves at the beginning, middle, and end of this scene. Support your answer with evidence from the text. Additional lines are provided on the next page.

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3. Does Hamlet's reaction to Ophelia's death support the claim that his madness is feigned or not feigned? Support your answer with evidence from the text.

4. List details about Hamlet on your **Madness Understanding Tool** in your **student materials.**

Lesson 3

Read: Establish Understanding

Read Act V, scene 2 of *Hamlet*.

- As you read, note how dramatic irony is used in this scene.
  - Start at: The beginning of the scene.
  - Stop at: "Come, Hamlet, come, and take this hand from me" (line 207).

1. What does Hamlet learn from the note carried by Rosencrantz and Guildenstern? What does he do when he finds this note?

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_____

2. Review lines 155–160. Explain the wager that Claudius has made with Laertes.

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Read: Deepen Understanding

1. Read the following excerpt from Act V, scene 2.

> "You will lose, my lord" (lines 192).

Who speaks this line? Who is "you" referencing in this line?

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_____

How does the information about Laertes and Claudius's plan known to the audience relate to this line?

_____

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_____

How is this line an example of foreshadowing?

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2. How is dramatic irony used in this scene, specifically in reference to the information that Osric brings Hamlet? Support your answer with evidence from the text.

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Lesson 4

Read: Establish Understanding

Read Act V, scene 2 of *Hamlet*.

- As you read, note how the conflicts in the play are resolved in the final scene.
    - Start at: "Come, Hamlet, come, and take this hand from me" (line 207).
    - Stop at: The end of the scene

1. Review the details of Laertes and Claudius' plan to kill Hamlet listed on Week 7. What are the components of their plan?

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2. Summarize the events that occur in this section of Act V, scene 2.

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Read: Deepen Understanding

1. Read the following excerpt from Act V, scene 2.

> "What I have done
> That might your nature, honor, and exception
> Roughly awake, I here proclaim was madness" (lines 212–214).

Paraphrase Hamlet's lines.

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What is Hamlet's motivation for delivering these lines to Laertes?

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2. How is dramatic irony used in this scene, specifically in reference to the duel between Laertes and Hamlet? Support your answer with evidence from the text.

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3. How do mistakes in the plan to kill Hamlet affect the other characters in the play? How are these mistakes used to resolve conflicts within the play?

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Lesson 5

Read: Deepen Understanding

1. A revenge play usually includes the following: a hero who must avenge an evil deed, scenes of death and mutilation, insanity or feigned insanity, sub-plays, and the violent death of a hero.
   Based on these characteristics, should *Hamlet* be considered a revenge play? Explain your answer by using examples from the text and the definition of a revenge play.

2. What seems to be Shakespeare's theme about revenge in this play? How does he develop this theme? Support your answer with evidence from the text.

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Lesson 1

Culminating Task
How does Shakespeare use his characters' thoughts and actions to explore how revenge and madness are closely related to one another? Select Hamlet, Ophelia, or Laertes and examine whether or not his/her madness is real or feigned. If the character is feigning his/her madness, analyze why the character would do this. If the character's madness is genuine, analyze what has caused such "madness" to arise in the character. Write a literary analysis in which you state your response and logically and sufficiently support your response with claims. Support your claims with relevant textual evidence, including direct quotations with parenthetical citations. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your analysis. Be sure to: ● Determine whether the character is feigning or not feigning madness. ● Determine either why they are feigning madness or, if the character's madness is real, what caused the madness. ● Analyze how this character is used to develop a theme about revenge and madness.

Write: Prepare to Write

1. Answer the questions on the analyzing the culminating task and the brainstorm section of your **Culminating Task Tool** in your **student materials**.

2. Review your **Madness Understanding Tool** in your **student materials**. Highlight or mark details that will help you write a response to the culminating task.

Write: Develop Work

1. Answer the questions on the thesis statement section of your **Culminating Task Tool** in your **student materials**.

2. Write your thesis statement on the thesis statement section of your **Culminating Task Tool** in your **student materials**.

Lesson 2

Write: Develop Work

1. List the supporting claims within your thesis statement:

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2. Review your **Madness Understanding Tool** in your **student materials**. Highlight or mark details that will provide evidence to support these claims.
3. Complete the Gather Evidence section of your **Culminating Task Tool** in your **student materials**.

Lesson 3

Write: Develop Work

1. Review the format for organizing a literary analysis:

Literary Analysis Organizational Structure
Introduction and thesis statement
Body paragraphs: Supporting claim one and supporting evidence, including acknowledging opposing viewpoints and addressing counterclaims when appropriate
Body paragraphs: Supporting claim two and supporting evidence, including acknowledging opposing viewpoints and addressing counterclaims when appropriate
Body paragraphs: Supporting claim three and supporting evidence, including acknowledging opposing viewpoints and addressing counterclaims when appropriate
Repeat body paragraphs as needed.
Conclusion and restatement of thesis statement

What makes literary analyses unique?

- The introduction introduces the text and prompt and the thesis statement presents a brief response to the prompt and the supporting claims, which establish the organization of the work.
- Literary analyses typically focus on how the methods the author uses influence the meaning. For example, how the details (e.g., language, literary devices), elements (e.g., characters, setting), and/or structure (e.g., plot, pacing) of a text impact the meaning of a text.

2. Complete the outlining section of your **Culminating Task Tool** in your **student materials**.

Lesson 4

Write: Develop Work

1. Draft a response to the culminating task prompt.

Culminating Task
How does Shakespeare use his characters' thoughts and actions to explore how revenge and madness are closely related to one another? Select Hamlet, Ophelia, or Laertes and examine whether or not his/her madness is real or feigned. If the character is feigning his/her madness, analyze why the character would do this. If the character's madness is genuine, analyze what has caused such "madness" to arise in the character. Write a literary analysis in which you state your response and logically and sufficiently support your response with claims. Support your claims with relevant textual evidence, including direct quotations with parenthetical citations. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your analysis. Be sure to: ● Determine whether the character is feigning or not feigning madness. ● Determine either why they are feigning madness or, if the character's madness is real, what caused the madness. ● Analyze how this character is used to develop a theme about revenge and madness.

Lesson 5

Write: Develop Work

1. Review the culminating task rubric below. Then read your draft response from lesson four and evaluate your response using the rubric.

Reading and Writing

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
Student demonstrates *success* determining the meaning of text(s) by accurately analyzing and/or synthesizing ideas within and across texts. **Student demonstrates *success*** forming a valid and evidence-based position, response, or focus. **Student demonstrates *success*** developing supporting claims or points logically with relevant and sufficient textual evidence. **Student demonstrates *success*** organizing writing so that it is clear and coherent. **Student demonstrates *success*** establishing and maintaining an effective style**.**	**Student demonstrates *some success*** determining the meaning of text(s) by accurately analyzing and/or synthesizing ideas within and across texts. **Student demonstrates *some success*** developing a valid and evidence-based position, response, or focus. **Student demonstrates *some success*** developing supporting claims or points logically with relevant and sufficient textual evidence. **Student demonstrates *some success*** organizing writing so that it is clear and coherent. **Student demonstrates *some success*** establishing and maintaining an effective style**.**	**Student demonstrates *minimal success*** determining the meaning of text(s) by analyzing and/or synthesizing ideas within and across texts. **Student demonstrates *minimal success*** developing a valid and evidence-based position, response, or focus. **Student demonstrates *minimal success*** developing supporting claims or points logically with relevant and sufficient textual evidence. **Student demonstrates *minimal success*** organizing writing so that it is clear and coherent. **Student demonstrates *minimal success*** establishing and maintaining an effective style**.**	No attempt made or not enough to evaluate.

Reading and Writing Score: _____ x2

Conventions

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
Student demonstrates *success* using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	**Student demonstrates *some success*** using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	**Student demonstrates *minimal success*** using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	No attempt made or not enough to evaluate.

Conventions score: _____

Total score: _____/9

Write: Publish Work

1. Make revisions to your response as you write the final draft of your culminating task.

Culminating Task
How does Shakespeare use his characters' thoughts and actions to explore how revenge and madness are closely related to one another? Select Hamlet, Ophelia, or Laertes and examine whether or not his/her madness is real or feigned. If the character is feigning his/her madness, analyze why the character would do this. If the character's madness is genuine, analyze what has caused such "madness" to arise in the character. Write a literary analysis in which you state your response and logically and sufficiently support your response with claims. Support your claims with relevant textual evidence, including direct quotations with parenthetical citations. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your analysis. Be sure to: ● Determine whether the character is feigning or not feigning madness. ● Determine either why they are feigning madness or, if the character's madness is real, what caused the madness. ● Analyze how this character is used to develop a theme about revenge and madness.